How Students with Disabilities and English Language Learners Will Be Tested in the Next Generation Assessment System

California Common Core Convening
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Assessment Development and Administration Division

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CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

Today's Presentation

- Background: Smarter Balanced Assessment Consortium (Smarter Balanced)

- Smarter Balanced Accessibility and Accommodations Policy Framework

- National Center and State Collaborative (NCSC)

- Questions

- For Further Information

Smarter Balanced Assessment Consortium Key Facts

- **Member states**
  - California is a governing state
- **Executive Committee**
  - Two California representatives on Smarter Balanced Executive Committee (Co-chair Deb Sigman, Higher Education Representative Beverly Young)
- **5 Work Groups**
- **Expert Advisory Partners**

Smarter Balanced Workgroups: California Members

1. **Item Development/Performance Tasks**

   Linda Hooper, CDE Transition Office

2. **Validation and Psychometrics/Test Design**
   Jamie Contreras, CDE Transition Office

3. **Formative Assessment Practices and Professional Learning/Transition to CCSS**
   Laura Watson, CDE Transition Office

4. **Test Administration/Student Access** – Shobhana Rishi, CDE CELDT Office

5. **Technology Approach/Reporting** – Rodney Okamoto, CDE Web Services Office

Smarter Balanced Work Group: Accessibility and Accommodations

Key Responsibilities:

- Share information on states' assessment practices and policies and current research

- Provide definitions and background information on target populations; English language learner (ELL) students and students with disabilities (SWD)

- Create supporting documents and guidelines for implementation

- Address accessibility and accommodations with other work groups in the development of Smarter Balanced summative, interim, and formative assessments

- Review and contribute to the development of requests for proposals (RFPs)

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Staffing and Advice Student with Disabilities

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of Public Instruction

Magda Chia

Smarter Balanced

Director, Services for Under-represented Students

Martha Thurlow

University of Minnesota

Carol Allman

Florida State University

Susan Rose

Univ. of Minnesota

Donald Deshler

Univ. of Kansas

Barbara Ehren

University of Central Florida

Jacqueline Kearns

University of Kentucky

Ann Schulte

NC State University

Jack Fletcher

Univ. of Houston

Richard Simpson

Univ. of Kansas

Bridgette Dalton

University of Colorado, Boulder

Stephen Smith

University of Florida

English Language Learners Advisory Committee

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State Superintendent
of Public Instruction

Magda Chia

Smarter Balanced

Director, Services for Under-represented Students

Jamal Abedi

UC Davis

Edward Bosso

Gallaudet College

Donna Christian

Center for Applied Linguistics

Richard Duran

UC Santa Barbara

Kathy Escamilla

University of Colorado, Boulder

James Green

University of Colorado at Boulder

Kenji Hakuta

Stanford University

Okhee Lee

New York University

Robert Linquanti

WestEd

Maria Santos

Oakland Unified School District

Guadalupe Valdes

Stanford University

Technical Advisory Committee

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State Superintendent
of Public Instruction

Marty McCall
Smarter Balanced
Lead Psychometrician

Jamal Abedi
UC Davis

Randy Bennett
ETS

Derek Briggs
University of Colorado, Boulder

Gregory Cizek
UNC Chapel Hill

David Conley
University of Oregon

James Popham
UCLA

G. Gage Kingsbury
Fordham Institute

Linda Darling-Hammond
Stanford University

Brian Gong
Center for Assessment

Edward Haertel
Stanford University

Joan Herman
CRESST

James Pellegrino
University of Illinois, Chicago

Joseph Ryan
Arizona State University

Martha Thurlow
University of Minnesota

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Students with Disabilities Cross-Consortia Advisory Committee

Magda Chia
Smarter Balanced
Director, Services for Under-represented Students

Jamal Abedi
UC Davis

Robert Linquanti
WestEd

Kenji Hakuta
Stanford University

Guadalupe Valdes
Stanford University

Martha Thurlow
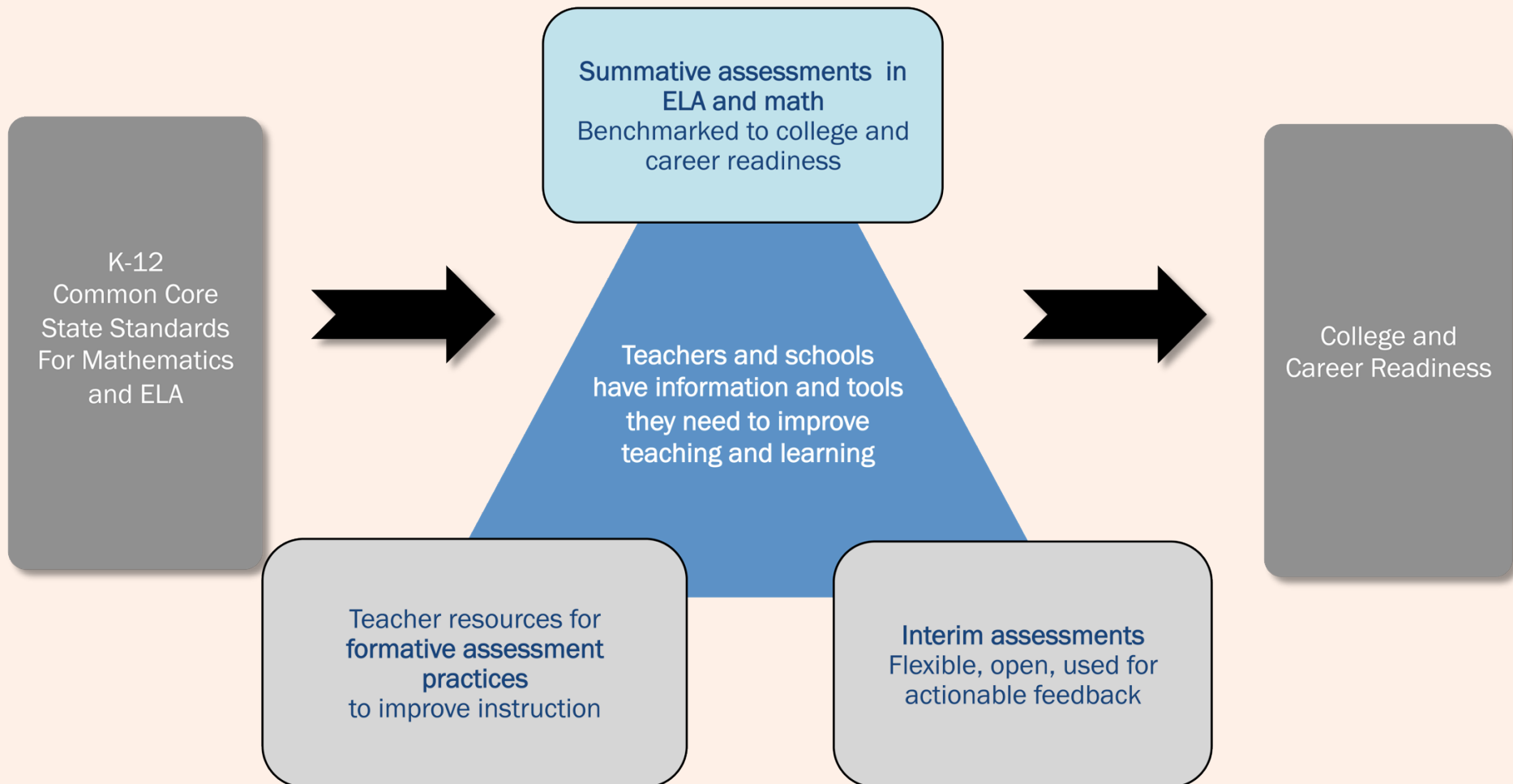*University of Minnesota*

Gary Cook
University of Wisconsin

Tim Boals
WiDA

Delia Pompa
NCLR

Smarter Balanced Assessment System

Summative assessments in ELA and math
Benchmarked to college and career readiness

K-12
Common Core
State Standards
For Mathematics
and ELA

Teachers and schools have information and tools they need to improve teaching and learning

College and
Career Readiness

Teacher resources for **formative assessment practices**
to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

Smarter Balanced Summative Assessments

- Grades 3–8 and 11

- Aligned to Common Core math and English–language arts standards

- For all students except students with significant cognitive disabilities who will take an alternate assessment

- Two components
  - Computer adaptive test (CAT)
  - Performance tasks

- Variety of item types (selected response, constructed response--short and long)

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The Smarter Balanced Assessments Vision

To provide <u>valid</u> measures of student achievement by ensuring equity of <u>access</u> for <u>every student</u>, as made possible specifically in a <u>digital environment</u>.

DRAFT Smarter Balanced *Accessibility and Accommodations Policy Framework*

- Purpose
- Development process
- Key elements
- Tools for all students
- Support for ELL research
- Draft conceptual model

Framework Purpose

To clearly state the fundamental ideas that will guide Smarter Balanced policies and practices in the design and delivery of all of the assessments and, thereby, clarify how accessibility for all students is addressed in order to ensure valid measurements of achievement for all students tested.

Framework Development

- Began February 2012

- Ideas tested by experts

- Drafts reviewed by state leads and workgroup members

- Ongoing draft informed guidelines for spring 2013 pilot test

- Ongoing—iterative process

- Next draft available for peer review in spring 2013

- Peer review with national organizations

Accessibility Guidelines for the Spring 2013 Pilot Test

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Examples:

- General Accessibility Guidelines
- ELL Guidelines
- Audio Guidelines
- Audio Guidelines for Mathematics
- Tactile-Braille Accessibility Guidelines
- Sign Accessibility Guidelines

Framework Key Elements

- **Universal Design**
  - Accessible for a broad spectrum of students

- **Computer administration**
  - Standardization
  - Flexibility of presentation

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Framework Key Elements (Cont.)

- **Research based**
  - Cognitive labs
  - Language complexity
  - English and Spanish glossaries

- **Personal Needs Profile**
  - Used for all students who may need an accessibility tool
  - Needed for students with IEPs, 504 plans and ELLs

Writing Tools for All Grades and Students

Math and ELA Performance Tasks

- Bold
- Italics
- Underline
- Indent
- Cut/Copy
- Paste
- Spell Check

Additional Tools for All Grades for Math and ELA

(Extended time no longer needed)

- Pausing/Breaks

- Font size (5 sizes)

- Highlight

- Mark for review

- Answer eliminator

- Expandable passages

Research Support for English Language Learners

- ELLs' needs different than SWD

    (Wilner and Rivera, 2011; Shafer,

    Wilner,Rivera, 2011)

- Construct Relevant language (Messick, 1989)

- Socio-cultural factors (Solano-Flores, 2000)

- Language complexity (Cook and McDonald, 2012)

- Translation (Spanish and English Glossaries (Pennock-Romano and Rivera, 2007; Abedi et al. 2005)

Socio-cultural Factors

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- Language is connected to culture
- Sociocultural components
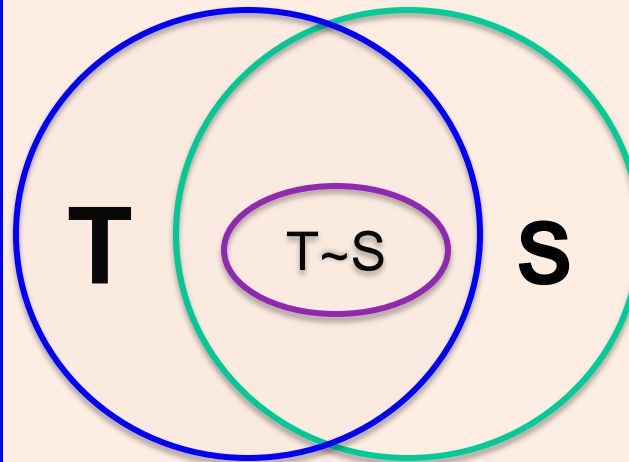 - Beliefs
  - Values
  - Taboos
  - Cultural knowledge

(Celce-Murcia, M., Dorneyi, A., and Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6 (2), 5-35.)

Construct Relevance

How a test presents information (e.g., item stems, item responses, directions)

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Student's language background (e.g., breath of academic versus con-versational language)

(Figure based on Solano-Flores, G. (2006). Language, dialect, and register: Sociolinguistics and the estimation of measurement error in the testing of English language learners. *Teachers College Record*. 2354-2379.)

Language Complexity

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		Descriptors			
		1	2	3	4
TEXT COMPLEXITY	Information Density	An average of one to three verbs, nouns or adjectives per sentence	An average of four to six verbs, nouns or adjectives per sentence	An average of seven to ten verbs, nouns or adjectives per sentence	An average of greater than 10 verbs, nouns or adjectives per sentence
	Passage Length	One to three paragraphs	Four to six paragraphs	Six to ten paragraphs	More than ten paragraphs
LANGUAGE FORM AND STRUCTURE	Language Forms	Mostly simple sentences and/or grammatical forms	A few more sophisticated sentences and/or grammatical forms (e.g., compound S, prepositional phrases)	A mix of sophisticated and simple sentences or grammatical forms	A substantial number of more complex sentences and/or grammatical forms (e.g., relative clauses, adverbials, passive voice, reported speech)
VOCABULARY	Vocabulary	All high frequency, commonly used vocabulary	Few content-specific,, metaphoric, uncommon meaning, or idiomatic words	A number of content-specific, technical, metaphoric, uncommon meaning and/or idiomatic words or expressions	A large number of content-specific, technical, metaphoric, uncommon meaning' or idiomatic words or expressions

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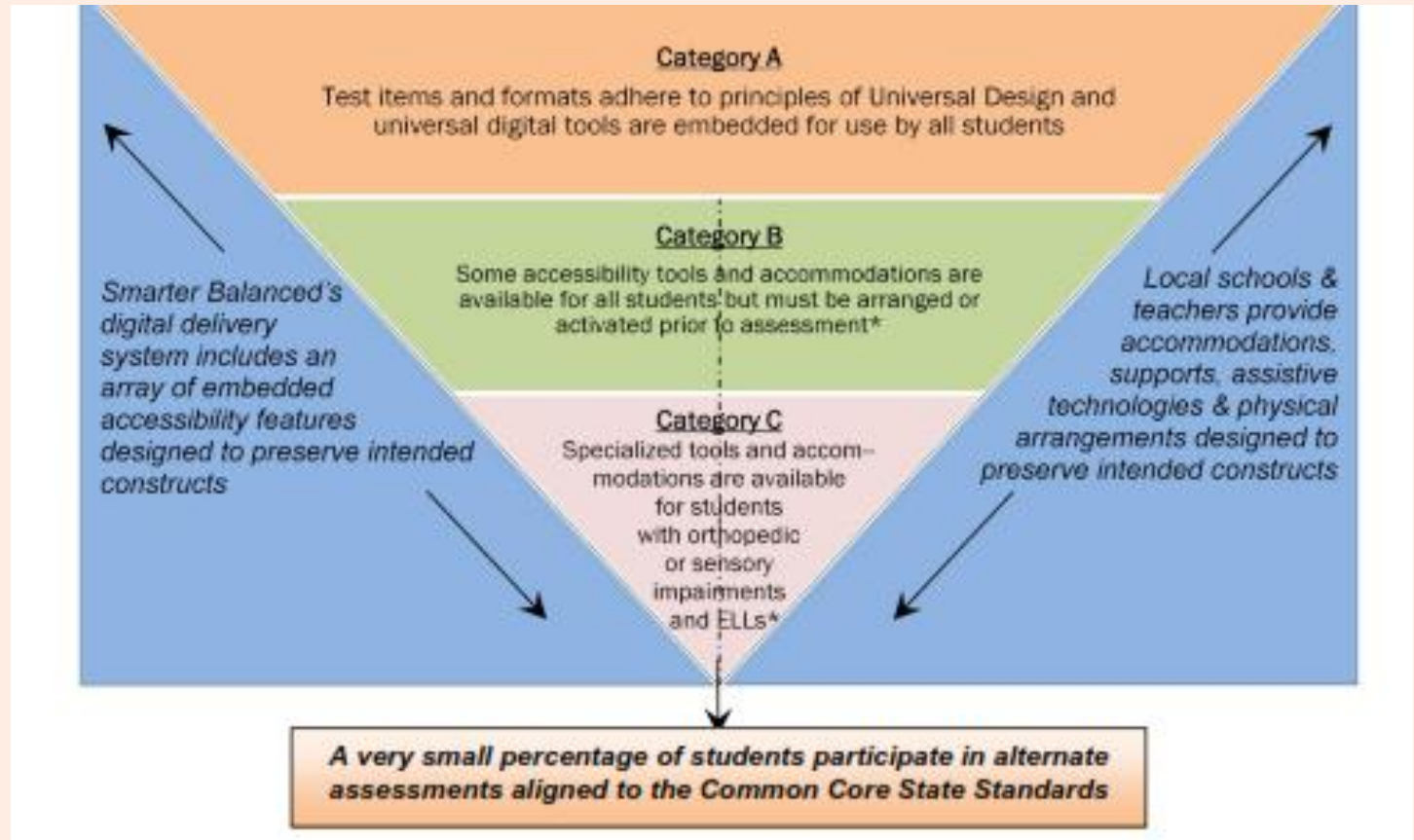Source: Cook and MacDonald (2012). Presentation for Smarter Balanced Assessment Consortium.

Translation

- Provides several translation options models
- Includes information on student diversity
  – within the ELL population
  – across different modalities
- Lead author: Dr. Solano-Flores
- Reviewed by ELL Advisory Committee, Accessibility & Accommodations Workgroup, Dr. Elise Trumbull (sociolinguist)

Draft Conceptual Model

Category A
Test items and formats adhere to principles of Universal Design and universal digital tools are embedded for use by all students

Category B
Some accessibility tools and accommodations are available for all students but must be arranged or activated prior to assessment*

Category C
Specialized tools and accommodations are available for students with orthopedic or sensory impairments and ELLs*

Smarter Balanced's digital delivery system includes an array of embedded accessibility features designed to preserve intended constructs

Local schools & teachers provide accommodations, supports, assistive technologies & physical arrangements designed to preserve intended constructs

A very small percentage of students participate in alternate assessments aligned to the Common Core State Standards

For Further Smarter Balanced Information

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**Join the CDE Smarter Balanced listserv
by sending a blank e-mail to:**
subscribe-sbac@mlist.cde.ca.gov

CDE Transition Office
sbac@cde.ca.gov
916-445-8517

**Smarter Balanced
Assessment Consortium Web Site**
http://www.smarterbalanced.org/

CDE Smarter Balanced Web Page
http://www.cde.ca.gov/sbac/

# National Center and State Collaborative (NCSC)

NCSC: Project Overview

- LED by 5 centers and 27 states (18 Tier I core states and 9 Tier II affiliated states)

- BUILD an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities

- CREATE and implement professional development modules and curriculum/instruction resources, including formative assessment strategies and progress monitoring tools

- GOAL is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options

NCSC Organization Partners
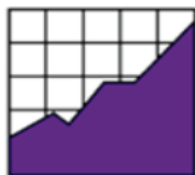
NATIONAL CENTER ON EDUCATIONAL OUTCOMES

The National Center on Educational Outcomes (NCEO) is the fiscal host for NCSC and leads the management team, technical advisory committee, and all project management functions.

Center for Assessment

The Center For Assessment leads the summative assessment team and will provide content and assessment design expertise across the other curricular/instructional resources and capacity building teams.

UNC CHARLOTTE

The University of North Carolina at Charlotte leads the curricular/instructional resources team while providing severe disabilities, content, and curricular development expertise to the summative assessment and capacity building teams.

UNIVERSITY OF KENTUCKY

The University of Kentucky leads the capacity building team and provides expertise in severe disabilities, communication strategies, and learner characteristics to the other teams.

edCount LLC because all students count

edCount, LLC leads the validity evaluation work providing formative and summative validity evaluation findings and feedback to each team and project management. Additionally, edCount provides direct oversight to the external project evaluator and hosts the vendor contracts for the components of assessment implementation.

NCSC State Partners
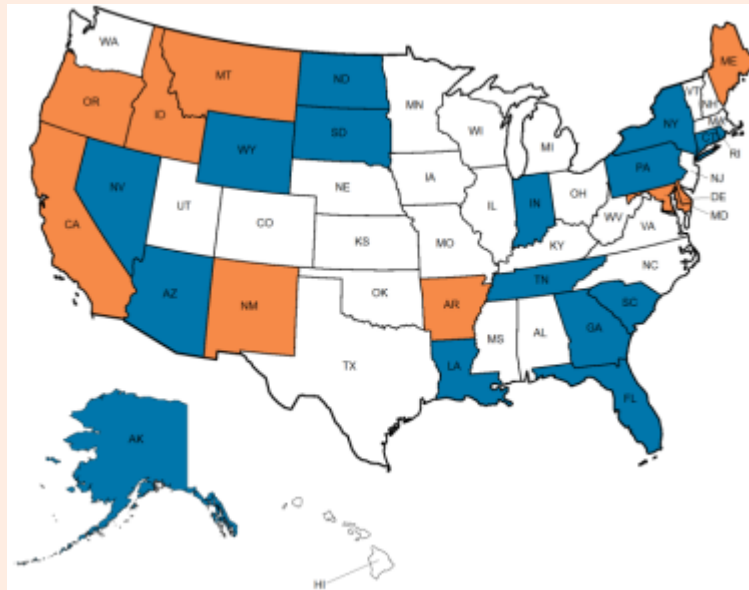
- District of Columbia
- Pacific Assessment Consortium (PAC-6)
- U.S. Virgin Islands
- Tier II States

Tier I Core States

Alaska	Indiana	Pennsylvania
Arizona	Louisiana	Rhode Island
Connecticut	Nevada	South Carolina
District of Columbia	New York	South Dakota
Florida	North Dakota	Tennessee
Georgia	Pacific Assessment Consortium (PAC-6)	Wyoming

Tier II Affiliated States (beta testing and evaluation partners)
Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, Oregon, and the US Virgin Islands

National Center and State Collaborative State Partners

Tier I Core States

- Have governance and decision-making authority

Tier II Affiliate States

- Have access to professional development and curriculum/instruction resources that NCSC will implement with the 18 Tier I Core State partners

- Pilot skill sequences, participate in cognitive labs, and field test the teacher/principal evaluation tools and the formative and assessment/progress monitoring strategies

- Review and provide feedback on NCSC materials which will help refine the products for the stand-alone context of use in their dissemination

- Provide feedback on usability and outcomes using NCSC provided tools and protocols for each product and process

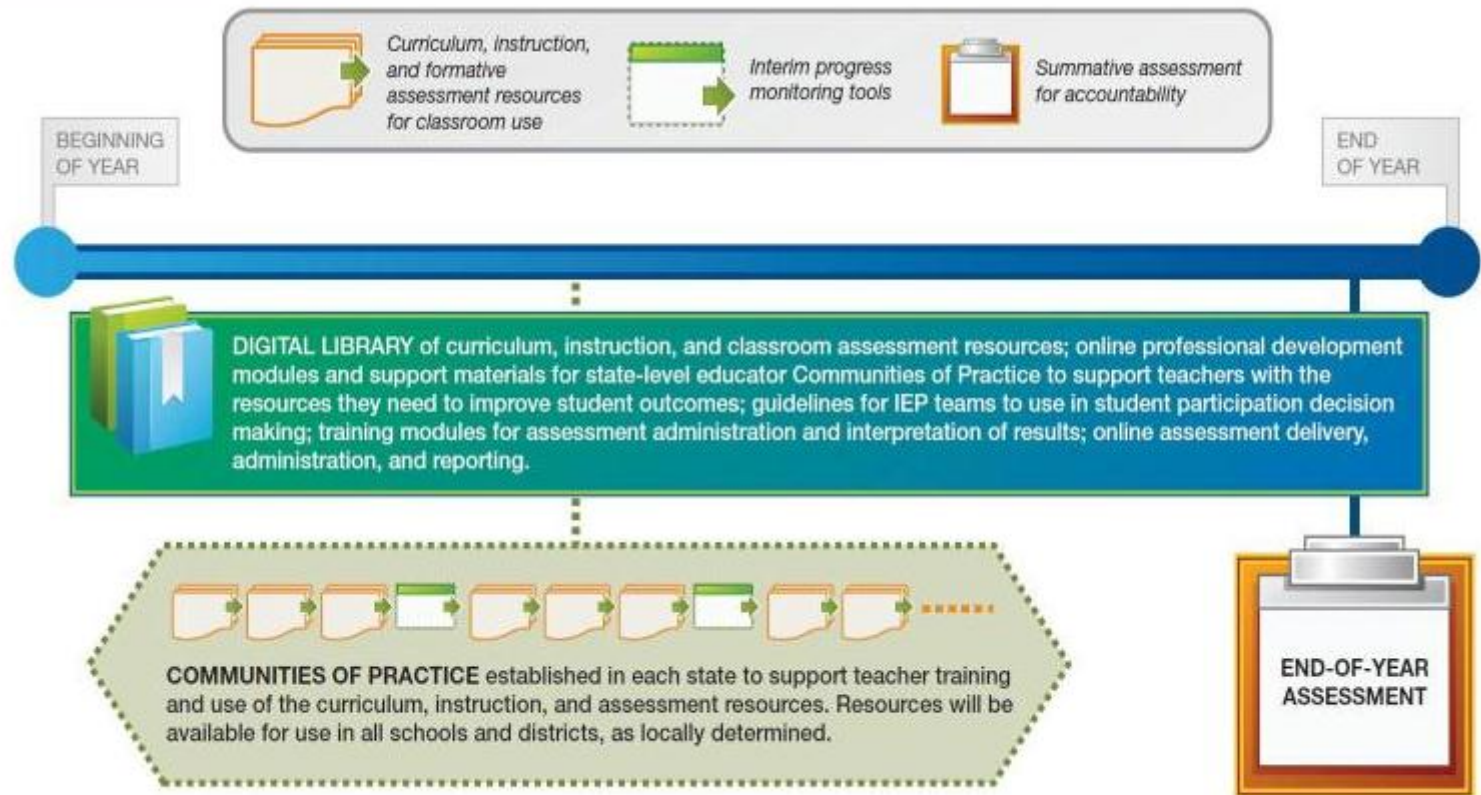# A Comprehensive National Center and State Collaborative Model

- Assessment, curriculum/instruction materials and professional development modules are aligned to the Common Core State Standards adopted by California

- All partners share a commitment for a research-to-practice focus for the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development resources

NCSC System

Curriculum, instruction, and formative assessment resources for classroom use

Interim progress monitoring tools

Summative assessment for accountability

BEGINNING OF YEAR

END OF YEAR

DIGITAL LIBRARY of curriculum, instruction, and classroom assessment resources; online professional development modules and support materials for state-level educator Communities of Practice to support teachers with the resources they need to improve student outcomes; guidelines for IEP teams to use in student participation decision making; training modules for assessment administration and interpretation of results; online assessment delivery, administration, and reporting.

COMMUNITIES OF PRACTICE established in each state to support teacher training and use of the curriculum, instruction, and assessment resources. Resources will be available for use in all schools and districts, as locally determined.

END-OF-YEAR ASSESSMENT

Alternate assessment systems are those developed for students with the most significant cognitive disabilities and are based on alternate achievement standards.

The NCSC's approach to access to the CCSS is based on a comprehensive system that incorporates evidence-based curriculum and instruction models, and produces technically defensible formative, interim, and summative assessments.

California NCSC Advisory Group

- California Department of Education (CDE)
- Special Education Local Plan Areas (SELPA)
- Special Education Administrators of County Offices of Education (SEACO)
- Curriculum and Instruction Steering Committee (CISC)
- Advisory Commission on Special Education (ACSE)
- Regional Assessment Network (RAN)
- Local Educational Agencies (LEAs)

NCSC California Communities of Practice (CoP)

- Approximately 90 special education teachers have been divided into three CoPs with about 30 members in each CoP representing Northern, Southern and Central regions across California

- <u>Regional Face-to-face Meetings</u>

  Central Regional Meeting January 30, 2013
  Santa Clara County Office of Education

  Southern Regional Meeting February 5, 2013
  Orange County Department of Education

  Northern Regional Meeting February 7, 2013
  Butte County Office of Education

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Schedule and Types of NCSC CoP Reviews

- Face-to-face meeting webinar reviews
  1. Orientation
  2. Math Part 1

- Remaining webinar reviews
  3. Math Part 2
  4. Communication Part 1
  5. Communication Part 2

- Additional NCSC reviews to be determined

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Continuing CoP Activities

- CoP members will also participate in additional activities including…
  - cognitive labs and small-scale item/lesson plan tryouts
  - item reviews
  - field tests
  - standard setting, and
  - validity evaluation activities (focus groups)

National Center and State Collaborative (NCSC)

- Under Development:

  – Alternate curriculum in ELA and mathematics

  – Math Activities with Scripted Systematic Instruction (MASSIs)

  – Language Art Activities with Scripted Systematic Instruction (LAASSIs)

  – Development in three grade bands: Elementary (3-5), Middle (6-8), and High School (9-12+)

  – Development of formative, interim, and summative assessments

For Further NCSC Information

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CDE NCSC Email
NCSC@cde.ca.gov

Join the CDE NCSC electronic mailing list by sending a blank e-mail to subscribe-ncsc@mlist.cde.ca.gov

- CCSS and CDE Special Education Web site can be found at http://www.cde.ca.gov/sp/se/cc/. The site showcases Special Education work with the CCSS and related NCSC work by providing information on activities and resources related to the Special Education Community.

QUESTIONS

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